

## Overview

### Rationale

To provide a high quality, aspirational and equitable education for all of our students.

To develop a love of learning in Primary students and the skills required to support this.

To ensure that the curriculum supports their promotion to Secondary school, or their transfer to other national and international schools.

### Principles

The DSB Primary curriculum is based on a series of globally recognised quality curricula.

In Foundation Stage we follow the UK Government programme [Early Years and Foundation Stage Statutory Framework](#)

From grades KG to 5 we base the school curriculum on the learning outcomes of the [English National Curriculum](#): Key Stages 1 and 2. This is a broad and balanced curriculum which ensures delivery of content required for students to thrive.

Additions to this are:

- The German as a Foreign Language curriculum in Primary which is a bespoke school programme based on the State of Victoria [German as a Foreign Language curriculum](#) and seeking to reach CEFR level A1 by the time students move to Secondary.
- The Hindi curriculum in KS1 and 2 is based on the State of Victoria [Hindi as a Foreign Language curriculum](#).
- The Marathi Curriculum covered at KS1 is based on the state textbooks of Maharashtra.
- Subjects offered at KS1 and 2 are shown in table 1

**Table 1 Subjects offered at KS1 and 2**

Subject	KS1	KS2
English	✓	✓

EAL	Offered as required to small groups	
Mathematics	✓	✓
Science	✓	✓
German as a foreign language	✓	✓
Hindi as a second language	✓	✓
Marathi as a second language	Currently in KG and Grade 1	
History	✓	✓
Geography	✓	✓
Music	✓	✓
Art	✓	✓
Design and Technology	✓	✓
Computing and ICT	✓	✓
Physical education	✓	✓
PSHE	✓	✓

### Objectives

- Follow the grade-level expectations of the UK National Curriculum
- To clearly state our expectations regarding pedagogy;
- Provide equitable access to the curriculum for all, setting common learning goals and differentiating through scaffolding not outcomes
- Provide targeted interventions if necessary for students falling far below grade-level

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expectations in order to provide them with meaningful learning opportunities.

- To develop the dispositions of the DSB Child (see below)
- To provide a clear guide as to what being a teacher or student in DSB entails and to ensure that teaching and learning is intentional;
- To align with the CIS standards;
- To develop the skills, knowledge and understanding within each subject to prepare all students for a successful transition to Secondary school.
- To create a culture of education that meets the wellbeing needs of students and fosters the skills that support their ability to keep themselves safe.

### Procedures

#### Understanding, Knowledge, Skills, Attributes and Dispositions

The DSB Curriculum is articulated around the development of understanding, knowledge, skills and attributes or dispositions.

Differentiating between knowledge, skills and understanding is crucial to the development of children's learning. Knowledge, skills and understanding have their own distinct characteristics that impact on how each is planned for, learned, taught, assessed and reported on. The implications of these differences are therefore far-reaching and deserve proper consideration.

**Knowledge:** factual information embedded into a framework of understanding in the learner's memory.

**Skills:** things students are able to do.

**Understanding** refers to the development or 'grasping' of conceptual ideas, the 'lightbulb' moment that we all strive for. Understanding is

always developing. Understanding is strongly based on both knowledge and skills.

The DSB curriculum is articulated around the DSB learning aims and value, and the CIS Standards.

#### **Attributes and dispositions**

These are best exemplified by our learner profile: DSB Child. They are further supported by our three Learning Aims and three Values.

#### **The attributes of the DSB Child are:**

- Independent
- Life-long learners
- Confident
- Creative
- Cooperative
- Happy
- Kind and thoughtful
- Environmentally, socially and personally responsible citizens

#### **DSB Learning Aims and values:**

- We value each other
- We value every effort
- We value responsible thinking
- Learning is Lifelong
- Learning is dynamic
- Learning is meaningful

These are an extension of skills, in that they have direct application in academic subjects but are also crucial for the development of a successful person in all aspects of life. Development of these is scaffolded across the written academic curriculum. Our curriculum also draws inspiration from the CIS standards and practices to ensure that we are developing internationally minded students.